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# THE AMERICAN SHORTHAND TEACHER

A Magazine for Teachers of Shorthand  
and Other Commercial Subjects

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## *Is Your School A Clock Without Hands?*

*By Raymond P. Kelley*

*Syverson-Kelley Advertising Agency, Spokane, Washington  
President, Spokane Advertising Club*

**W**HAT good is a clock without hands?

What use are the works, though they run ever so smoothly, if there are no hands? It's the hands that make the works useful. They give the works and the case a reason for existence.

Is there anything more desolate than a clock without hands? After you have formed the habit of glancing up at the big clock on the tower of the railroad station or the court house or the city hall or the office building or in front of the bank—what a chill and fit of blues it gives you to glance up and see the handless face of the familiar clock, vacantly, hopelessly staring down at you! A clock that has stopped is different; it may arouse ridicule, contempt or anger, but not pity. Let a clock be abandoned, however—let its hands be taken off—and it speaks eloquently but mutely of desolation, hopes abandoned, despair.

Did you ever stop to think that it is by means of the hands and the hands alone that the clock gives service? The hands are the service department of the whole clock. Your clock may be a going concern, but without a

service department—without hands that enable the hurrying human being to tell the time at a glance—it has no reason for existence.

That's the only reason anything has for existence—to give service. That's the only reason for the existence of our government, our railroads, our big corporations, our stores, our banks, our clocks, or our schools. Even flies and fleas render a service. The flies keep us from getting lazy in summer and the fleas help remind a dog that he is a dog and make him, too, get up and scratch.

A clock without hands is worthless for telling time. It may serve for the young hopeful to take apart and play with, but not as a timepiece.

**I**S your school a clock without hands?

It is if it is a school without advertising. A school that does not advertise is like a clock without hands. The works may be going, the case may be presentable, but as an institution it is not giving the service it was created to give. It is not pointing out the way to economic independence for the young man and the young woman. Like the fellow winking at his girl in the dark, the *school*

may know what it is doing but nobody else does. The clock needs hands, to tell time and give service. The school needs advertising if it is to attract to its classrooms the young people it is established to serve.

### *What is Advertising?*

What do we mean by advertising?

Some people call everything advertising that they can not classify under any other heading. If they join the Rotary club they say they do so for advertising and charge up the cost to the advertising account. If they take a page ad in a neighborhood program or special edition of a patent medicine almanac, just to be a good fellow and not turn down the man, woman, boy or girl doing the soliciting, they charge it up to advertising. The palatial yacht, the elaborate racing stable, the mahogany office fixings, the shiny new car, and the \$100 subscription to the "Prominent Citizens of our Community in Cartoons," are all lumped off as advertising.

That is not the kind of hands I think the school clock should have. Such hands stick, or they drop off or get rusty and refuse to function.

Advertising is a very definite thing, to an advertising man. It is real, it is serious, it is earnest. It is investing money that comes back leading a piece of change by the ear or by the hand. It is an investment; not an expense. I am, of course, discussing intelligent, systematic, planned business-getting effort by means of the printed word. Such advertising is not charity, nor donations, nor a necessary evil. Charity, donations, and ostentatious living are not advertising.

Let us put the hands on the clock. Let us equip the school to give its maximum service. Let us act on the premise that every day there are thousands of newcomers in our midst who never heard of us; they are the young people who have just ripened into customers or potential customers of ours. Every day many of our customers or potential customers leave us for the other shore and the investment we have made in their goodwill, their knowledge of our service, their desire to look and want and buy, dies with them. We must cultivate goodwill, knowledge, and desire in their successors, if we are to remain in business—if we are to avoid the fate of the clock in the tower that stares down at us in despair, without hands to render us a service.

### *First Have the Goods*

What is the first step? The first step is *not* to sign up a space contract with our local papers. It is not to spend money at all. It is to study what we have to advertise. It is to get the goods on the shelves. No good

to get the store full of people and have nothing on the shelves to serve them with—or to have them walk out on us because what we tender is wormy, moth-eaten, shoddy, shopworn, or defective. The quickest way to kill a poor product is to advertise it extensively; the quickest way to *make* a good product is to advertise it. You must first have the goods. No use putting nice, new, shiny hands—radio-lite hands—on a set of lame, halt, and wheezy works. And it's not good business to show off a good set of works and a nice pair of hands in a dirty, rundown, unpainted case.

### *Then Advertise Them*

The first step is to have the goods. If you don't have them—if you can't deliver good instruction, under competent, inspiring teachers, if you can't offer decent equipment, modern texts, thorough, practical methods—don't advertise. The less attention you attract to your school the better. If you *do* have a school that you don't have to apologize for, if you can back up your teachers and the methods they use, if you can compare your equipment and environment with that of the average business house of your locality, you have something to advertise. Of course, no school can afford to wait to advertise until it attains to perfection, any more than you can stay out of the water until you are an expert swimmer. And as I am not talking to this unworthy type of school man or woman, I will proceed to ask, how can I advertise and get results?

### *How?*

You can't adopt, without change, the methods that the store or bank or factory uses, as so many inexperienced advertisers do. You must analyze your particular proposition and fit your advertising to your own needs and your own product. It is quite a different thing on the one hand to remind people that there is such a gum as Wrigley's and such a soda cracker as Uneeda, than to sell them, on the other hand, the idea of buying specialized training in a private school. People are buying gum and soda crackers and shoes and clothing and food and amusement every day; they are using these things up and buying them over again and again as long as they live. Furthermore, *everybody's* doing it. Comparatively few people are training themselves for success in business and those who do take training courses take them but once in a life time. Does anyone contend that the same method of advertising, then, that will keep Wrigley's name and the Uneeda name before the millions who do buy them over and over again is the right and best method to use in educating a few people to make their one-

time investment in business training at your school? Will one stand the same advertising ratio to gross income that the other will? No.

That's why you can't afford to spend your advertising dollar the way the advertising solicitor suggests. The newspaper solicitor, the billboard man, the direct-mail printer, the novelty salesman, the directory publisher, each has as his prime object the spending of your advertising dollar in *his* medium. His advice is biased by self-interest, no matter how good a fellow he may be or how much he knows about advertising. He is not a safe guide. If you yourself are not equipped by experience or study to decide these problems yourself—or even if you are—call in the advertising specialist and place your case in his

hands, just as you place your law problems in the hands of your lawyer. Get him to study your product, survey your field, get the point of view of your customers, marshal all the recognized ways of advertising and select those that will best do the job you have to be done. Then let him do the job, with your help, and make him your advertising department. If not on whole time, on part time. You and he together can determine a percentage ratio to your gross earnings of advertising investment warranted by your product. You and he can pick out the one, two, three, or six forms of advertising and best figure out how to put these usable forms to work at building goodwill and creating business for your school.

## Practical Suggestions

**H**ERE are a few practical suggestions: Newspapers are recognized as one of the best forms of advertising known. Use them intelligently and persistently. Take a space that does not belie the dignity and importance of your school, put into it a little high-class copy, thoughtfully and sincerely written, and keep it up. You are in a business that lends itself to free publicity; capitalize this, and keep your papers supplied with news items about your school and its pupils. If you will give these items a news slant and treat the papers right, they will give these things space. Don't expect the papers to give you something for nothing. Cultivate the reporters and editors; "sell them" on your work and they'll help you. Newspaper advertising is one of the hands on the advertising clock.

### "Sell" Desire for Education

Carrying a card in your local paper week after week without change is not making the most of your space and your opportunities. And it's better and more constructive to spend some of your advertising dollar to whet the appetite of your readers for advancement, to create in them the desire for a better education, a training for business, an equipment for success, than to think you must spend it all for space to yell "Shorthand, Typewriting, Bookkeeping, six months' course, Blank's Business College."

### The "Human" Appeal

The human appeal you must make is a pretty well-defined one. There are several main buying motives: Money, happiness, affection, vanity, sentiment, content, curiosity, taste. In most "selling by telling," the appeal is not easy to find because the buying

motive is a complex one or a hidden one or one that is hard to touch. But in your case you know that the buying motive is primarily that of increasing earning power, rather than vanity, happiness, or curiosity. This does not mean that you cannot appeal at all to these other motives or utilize them in your advertising, but it does clearly indicate that if you do appeal skillfully to that one outstanding motive of "getting ahead in the world"—that American desire for success and achievement—you will stir the buying impulse to the point where the words "Catalog," "Shorthand Course," "Bookkeeping Course," "Six Months' Course," "Twelve Months' Course," "Blank Business College," mean something. More and more, experienced, successful advertisers are getting away from the merely commercial and stereotyped appeal and are touching the human heart strings in ways that move the human hand to reach into the human pocket and fork out the dollars and cents. In your business you have a storehouse of rich, human-interest material which you can utilize to reach these impulses in those whom you look to for the perpetuation of your schools. Use it. And don't be afraid to be human and to play upon the very human emotions in using it.

### Direct Mail Methods

Another hand is direct-by-mail advertising. This means catalogs, booklets, folders, circulars, envelope inserts, blotters, house organ or school journal. But it does not mean merely printing. These need not be elaborate nor expensive, but they should not be cheap and poor. Illustrate them when you can, and write them *interestingly*. Give facts, not claims; offer proof of what you can do instead of exaggerated assertions. Write them



from the reader's side of the fence, with his interest uppermost in your mind. After writing and printing these, *circulate* them. Get them out, gathering *results* for you, instead of under the counter, gathering *dust* for the janitor. This means that you must have and keep up a good mailing list.

Talk about a clock without hands! A good mailing list is the whole works behind the direct-mail-advertising hand. No list, no use having the hand! Getting and keeping up a good mailing list is no incidental job, to be farmed out to the office practice class. It requires intelligence, persistence, care, and the investment of some money. Think of your mailing list as persons, not names on cards, and you'll get the right attitude. No business has a better chance to get and keep up a good mailing list than a business college. You are missing a bet if you don't use it to the utmost. No need to elaborate on how to get a list; you know most of the ways.

You can do much with your catalog. It should be your salesman. It should express your school and carry it, in effect, to your prospect who can not call in person. It should create in him or her the desire to come and take advantage of what you have to offer. To do these things your catalog must give information, but it must be more than a bulletin of rates and courses. It must answer the questions the prospect wants answered and it should "sell" him or her and the parents on the value of a business education and on getting it in a school like yours.

The follow-up letter, accompanying the printed matter we have discussed, should be used persistently and with intelligence. In letters it pays to persist. Once a prospect has inquired, it pays to keep after him or her for a decision. Yours is a product that must be sold; it is not frequently bought. Selling takes time and effort and everlastingly keeping at it. Don't try to tell the whole story in the letter; depend upon the help of a well-printed, attractive and interesting inclosure. Try for a decision frequently, inclosing a card to make it easy to answer, and offering a bait in the form of handwritten cards or a novelty to get the card back.

These two forms of advertising—newspaper and direct-by-mail—are the chief ones available to you. They are the hour- and the minute-hands of the clock. Whether to use the billboards, the street cars, the moving pictures, the theatre programs, the directories, or airplane skywriting depends entirely upon your local situation. No categorical answer can be given.

There is, however, one gold mine at hand that in too many schools is allowed to go unworked. Or, if it is worked, it is exploited half-heartedly and without an understanding of its value. What I refer to is embraced

in the policy of what salesmen call "working from the last sale." If I sell a typewriter in one office, I am not utilizing my advantages and following up my opportunities if I do not make an effort to make that sale lead me to another one. Or, that sale of a typewriter should lead me to the sale of ribbons or carbons or office furniture or whatever I handle.

### *"Working from the Last Sale"*

Probably most of the business you can definitely trace, comes to you because of the recommendations of your former or present pupils. Most of the business you never get or, getting, do not keep, is probably lost because of—but let's not go into that. We don't know anything about the business that gets away from us, anyway—unless we are blessed with a good live competitor. So why not work this gold mine of undiscovered possibilities? Why not systematically work from the last sale? Suggest to a newly enrolled pupil the thought that he or she has friends who would be interested in your work or benefited by your courses? Canvass pupils now in school to see how many names they can give you of other possible prospects? Suggest to your classes the good turn they can do their friends by interesting them in the school? Educate your whole student body to grasp the opportunities of this kind that they have? Keep in close and friendly touch with former pupils, and systematically keep them thinking of others they can send to you. Much can be done in this direction by means of a house organ or school magazine that is edited and published in the right spirit and from the right motives.

### *Live Up to Your Opportunities*

In conclusion, let me repeat that the first and most important thing is having the goods to advertise. That means that to advertise your school successfully, you must build up and maintain in perfect running order a machine that will deliver the utmost in teaching power in the classroom. You must build up and maintain an organization and an institution that not only delivers its rated power in the classroom but that also results in definite *training* at every point where its pupils come in contact with it. If your pupils do not get training that will make them better men and women, as well as better business men and business women, out of their contact with their principal, their classrooms, the school office and you, the proprietor, as well as their teachers, you are not a very efficient, well-con-

structed and well-run machine, and you are failing to live up to your opportunities.

Still further, if you are not seeing to it that your pupils get from you in exchange for the money they pay you and the time they spend with you, a goodly measure of inspiration, of character development, and of soul satisfaction, in addition to technical training, you are not conducting an educational institution; you are running a clerk factory. And

you are wasting your money advertising the former whereas you are delivering the latter. Get right first—instruction, methods, equipment, surroundings, influence over your pupils—and then use sane, intelligent, modern methods of publicity and advertising such as I have tried to outline—AND KEEP IT UP! If you do these things you will go far in profits, and future generations will rise up and say that you have not lived in vain.

## *New York University, School of Education*

*Announces New Courses in Commercial Education for the School Year 1924-1925*

COMMERCIAL education represents to-day one of the major fields of secondary and higher education. It is more than a group of subjects; it is a program of education to be properly articulated with those other major fields of education that are needed in order to provide a broad and well-balanced preparation for teaching, supervision and administration. Furthermore, different kinds of programs are needed for different kinds of schools which now offer commercial courses—the four-year high school, senior high school, junior high school, continuation or part-time school, evening school, corporation school, vocational school, private business school, normal school, and college. As a result of the rapid and varied development of commercial education in this country, there has come an exceptional demand for men and women college graduates who have been broadly and thoroughly trained for the teaching, supervision, and administration of this big field of special education.

New York University School of Education, in coöperation with the Schools of Commerce, Business Administration, and Retailing, of New York University, which together enroll more than 7,000 students, and also with the great business and financial establishments of New York, affords an unusual opportunity for the preparation of commercial teachers and heads of commercial departments for secondary schools and colleges, city and state directors, and for the training of educational directors for large business and financial concerns.

New York University School of Education intends to develop this field of service to the fullest extent possible. To aid in this accomplishment Mr. Paul S. Lomax, for the past three years city director of business education at Trenton, New Jersey, and formerly with the New York State Department of Education and the Federal Board for Vocational Education as specialist in commercial

education, has been added to the faculty as an assistant professor of commercial education. His courses for the school year 1924-1925 will be as follows:

### *1. Improvement of Instruction in Commercial Subjects.*

This course is planned for teachers, Heads of departments, city directors of commercial education, and those who are preparing to teach or supervise commercial subjects. Its central purpose is to study ways and means of measuring classroom results as a basis of improving instruction in bookkeeping, commercial arithmetic, shorthand, typewriting, transcription, and the other business courses. Thus are brought about more economical and effective adjustments of subject matter, methods of instruction, standards of achievement, and classroom organization to the varying needs and abilities of individual pupils.

First and second terms: Tuesday, 4.15-6.00.

This course will also be offered as an extension course to be given in coöperation with the local school authorities of any community where there is an advance registration of at least 15 students. The requirements for admission and the standards of instruction are exactly the same as those enforced by the School of Education in the case of students who do resident work at the University.

### *2. Commercial Education in Secondary Schools.*

This course is intended for city and state directors of commercial education; commercial teachers and department heads who desire to prepare for supervisory positions; principals, superintendents of schools, and any others who want to make a careful study of the principles and problems of organization, administration, and supervision of commercial courses in four-year high schools, junior and senior high schools, private schools, evening schools, and day continuation or part-time schools. Among important problems studied are: Community occupational survey, job analysis, objectives, subject matter, curriculum construction, preparation of courses of study, classroom equipment, correlation of subjects, teaching improvement, coöperative training in business offices, pupil guidance, placement and follow-up of graduates and "drop-outs," and a unified program of commercial education in the various organizations of a city school system.

First and second terms: Saturday, 11.15-1.00.

Credit is given these courses in the School of Education toward both its baccalaureate and graduate degrees. (Continued on page 14)

# Speed Contest Report

## Official Tabulation of Results, Speed Contest, National Shorthand Reporters' Association

Held at the Wardman Park Hotel, Washington, D. C., August 18, 1924

THERE were twenty-eight contestants who participated, of whom twenty-five were professionals and three amateurs, as compared with forty contestants in the preceding year, of whom thirty were professionals and ten amateurs.

The contest included readings of five minutes each at 280, 240, 200, 175, and 150 words per minute.

### In the 280 Class—Testimony

(1,408 words dictated)

NAME	ERRORS	NET	PER CENT ACCURACY
Behrin, Nathan	11	1,397	99.219
*Dupraw, Martin J.	14	1,394	99.006
*Swem, Charles L.	16	1,392	98.864
Powsner, Solomon	33	1,375	97.656
Reilender, Ernest A.	65	1,343	95.384

### In the 240 Class—Jury Charge

(1,200 words dictated)

*Swem, Charles L.	8	1,192	99.333
*Dupraw, Martin J.	11	1,189	99.083
Behrin, Nathan	13	1,187	98.917
Powsner, Solomon	37	1,163	96.917

### In the 200 Class—Literary Matter

(1,004 words dictated)

Behrin, Nathan	5	999	99.501
*Swem, Charles L.	5	999	99.501
*Dupraw, Martin J.	9	995	99.103
Powsner, Solomon	10	994	99.003
Reilender, Ernest A.	24	980	97.609
Armbruster, C. P.	28	976	97.211
Warnement, W. A. J.	33	971	96.713
Randolph, Myron	35	969	96.513
Ransom, Neal	38	966	96.215
*Speiser, Reuben	45	959	95.517

### In the 175 Class—Literary Matter

(787 words dictated, in 4½ minutes only)

Randolph, Myron (Pro)	13	774	98.348
*Pomeroy, Robert M. (Pro)	14	773	98.221
Forbes, Harvey D. (Pro)	28	759	96.442

### In the 150 Class—Literary Matter

(751 words dictated)

*Pomeroy, Robert M. (Pro)	3	748	99.600
Bowker, Adda (Amateur)	10	741	98.668
Forbes, Harvey D. (Pro)	10	741	98.668
*Goldberg, Charles (Pro)	12	739	98.402
Ransom, Neal (Pro)	13	738	98.269
Cole, Harriet (Pro)	17	734	97.736
*Lauter, Herman (Amateur)	29	722	96.138
*Broadwater, J. E. (Pro)	30	721	96.005
*Huntsinger, Mabel (Pro)	30	721	96.005
Gold, George (Pro)	32	719	95.738

Combining the records for the cup speeds (200, 240, and 280), in accordance with Rule II of the Speed Contest Rules, the results are as follows:

NAME	ERRORS	PER CENT ACCURACY
*Swem, Charles L.	29	99.233
Behrin, Nathan	29	99.212
*Dupraw, Martin J.	34	99.064
Powsner, Solomon	80	97.859

\*Writers of Gregg Shorthand.

# Secretarial Training

*As given at the University of Chicago*

*By Ann Brewington*

*This is the second of a series of papers read at the Boston National Conference on Secretarial Training. The curriculum of New York University, in secretarial work, as explained to the Conference by Professor Edward Jones Kilduff, appeared in our June issue. Our October number will present the discussion of Mr. H. E. Bartow, secretary of Peirce School, Philadelphia, representing the private school viewpoint.—Editor.*

SECRETARIAL Training is one of the three divisions of The School of Commerce and Administration, The University of Chicago. The School of Commerce and Administration is an undergraduate-graduate school. It assumes the responsibility of giving as adequate training as it is practicable to give in four years for those who cannot attend for a more extended period. It places its emphasis, however, upon a five-year training period for those whose entire course is taken under its staff, and upon graduate training for those whose undergraduate work has been taken at another institution.

The curriculum represents an analysis of the functions of the business manager and the fields of study which prepare for these functions. In general terms, the hypothesis upon which the curriculum is built is this: Since it is becoming increasingly clear that thorough training is necessary for the highest success in secretarial positions, provision has been made for (a) a well-rounded general education, including training in English composition and modern language, and (b) a central core of subjects to provide the basic training necessary for any type of secretarial work. This work includes

(1) The foundation courses concerned with the physical environment, as business is administered under conditions imposed by physical environment. Accordingly, the student should have an understanding of this environment. This justifies attention to the earth sciences.

(2) The foundation courses concerned with the social environment, inasmuch as the social environment also imposes conditions under which business is administered. Accordingly, the student should have an understanding of civics, law, economics, social psychology, and other branches of the social sciences.

(3) The foundation courses concerned with the basic functions of business, through

which the student becomes acquainted with the manager's relation to production, to labor, to finance, to technology, to risk-bearing, to the market, to social control; and

(4) The secretarial-method courses, such as the facilitating, measuring, and communicating aids of administration. These are supplemented by courses looking toward the particular type of secretarial work in which the student is interested, whether in business, education, philanthropic service, or other fields.

## *Functional Approach to Training*

One of the significant features in the organization of the curriculum is the emphasis placed upon fundamentals rather than on technique. Emphasis is placed upon the *what* and *why* of business administration. The *how* is used as case and problem material to bring out the fundamental issues. The School recognizes that the technical phases of business vary from industry to industry and, indeed, from plant to plant, and that it should therefore place its emphasis upon those *basic functions of administration* which are common to all business enterprise. It has, accordingly, developed a *functional* approach to training.

## *Provision Made for Individual Progress*

The policy of the School is an individualized curriculum for each student rather than rigid courses of study for groups of students. Apart from the courses required of all to make certain that every student secures an appreciation of the physical and social environment in which business is carried on and an understanding of the basic functions of business, each student's course is a matter



of personal adjustment on the basis of previous training, present aptitudes, and expected future occupation.

An effort is made to provide instruction for each student according to his ability. When a student demonstrates his ability to go faster than the average, he is allowed to reach ahead and take more work, or more advanced work. This may result in a reduction of the time required for graduation, but preferably in a fuller training.

Along with the policy of giving to each according to his ability, goes the policy of expecting from each results commensurate with this ability. The student who can do a high grade of work, but does work which is only mediocre, is even more certain to be forced to withdraw than the student of poor ability.

### *Case Method Employed*

Questions, problems, and actual business cases are the tools used in the discussion method of instruction. The case method is used in the advanced courses, and class work is supplemented with lectures by experts on technical subjects and with specially conducted field trips. Research courses bring the students into contact with representative concerns of the city and may involve their spending one or two days a week in them.

### *Entrance Requirements*

For admission a student must offer 15 units of credit by examination or by certificate from an approved school from which he has been graduated with an average grade in academic subjects higher than the passing mark of the school by at least 25 per cent of the difference between that mark and 100. Among these must be (a) 3 units of English, (b) a "principal group" of 3 or more units, and (c) a "secondary group" of 2 or more units.

Entrance with conditions is not permitted, and the right is reserved to refuse admission to any student whose preparatory work was of such grade as to create doubt of his ability to pursue college work successfully. Admission to the School with advanced standing incurs no loss of credit, provided that the student's preparatory work was equivalent to the admission requirements of the University (otherwise advanced work is carried back to cover the preparatory deficiencies), and provided that his college courses comport in general with the courses he would have taken in the same line in the School.

The maximum credit allowed does not exceed normal credit obtainable in the same time at the University, i. e., three majors a quarter. If a Baccalaureate degree is sought, the total credit does not exceed 27 majors, three quarters of resident work being the

minimum requirement for a degree in any division of the University. Persons at least twenty-one years of age not seeking a degree are admitted to the courses of instruction as unclassified students. However, no special short courses are provided for such students.

Admission to graduate work is granted to applicants coming from institutions of good standing whose requirements for the Bachelor's degree are substantially equivalent to those of the University of Chicago.

### *Requirements for Degrees*

The requirements for the degrees are quantitative and qualitative. Candidates for the Bachelor's degree (Ph.B.) must

(1) Present a total of at least 36 majors and 72 grade-points. The entire 36 majors must be approved by the Dean. The minimum residence work in the School is three quarters and nine majors. No course completed with a grade below "C" counts towards the degree.

(2) Spend the equivalent of three months, preceding or accompanying his training, in active business service related to his future work.

(3) Pass a general final examination covering the entire curriculum.

(4) Present credit for six quarters of work in Physical Culture, or until the student is 22 years of age.

The requirements for the Master's degree are:

(1) At least three quarters (usually four to six) residence at the University.

(2) At least eight majors of resident graduate work. These eight majors must be selected according to some rational plan, approved by the Dean at least six months before the degree is conferred.

(3) A satisfactory dissertation on a subject approved by the Faculty.

(4) A satisfactory final examination on the work taken for the degree.

### *Objectives of Course*

I shall not take the time here to give you the groupings of courses, as you can get them at your pleasure from the mimeographed material prepared for distribution. I shall, however, ask you to keep in mind as you read that material, the fact that the hypothesis upon which the curriculum is built is that the control of the entire undergraduate curriculum makes it possible to arrange an orderly course of study which will (a) correct deficiencies of secondary education, (b) give the student an awareness of the great fields of human activity, and (c) systematically develop a knowledge of business in terms of its great functions.



## SCHOOL NEWS AND PERSONAL NOTES

**S**UCH an accumulation of news the mails have brought us during the summer while the magazine was not being issued that there is no room this first number of the new volume to more than touch the high spots and say "To be continued next month"!

**S**CHOOL papers, many of them have come in, with their always interesting accounts of local news, of what is happening among the students and alumni, and with their messages of inspiration and bits of humor that make the day bright—copies of some among them we believe we have not yet mentioned in these columns—

—"zippy" *B-W-B-C Broadcasting*, the first volume by the students of Behnke-Walker Business College, Portland, Oregon, offering a "program" of specimen notes in addition to the prose and verse in type

—a sample of *Westward Ho!* to show us how the shorthand students at Western High School, Baltimore, Maryland, are contributing Commercial Clippings (the page was prepared by ten of the Greggites, illustrated and laid out after the style of our Short Stories in Shorthand in the *Gregg Writer*)

—the May 5 *Collegian*, a weekly published each Monday of the school year by students of Grove City, Pennsylvania, College (this issue, in particular, to call attention to the report—via Gregg, no doubt; and they seem to be given in full—of the remarks by Dr. Glen Levin Swiggett at a conference the week before at Penn-Grove Hotel.)

—another *Trail of the Hill Climbers*, with some interesting reflections on the seventeen years' journey since Mr. Hill first pioneered the business college field in Oklahoma City

—eleven of the opening numbers of Volume 4 of the *Bay Path Quill*, dripping fresh from—not from the ink bottle, but from the roller of the mimeograph—which have us "keen" for more of what the Frog Says and to learn the identity of a Frog who croaks joy and pep instead of gloom and woe. Mr. Munford inspired this little four-leaf weekly published "now and then by the faculty and students of Bay Path Institute in the interests of a better understanding, a closer coöperation, a keener enthusiasm, and an ever improving quality of work," and he can no doubt tell us all about this Massachusetts amphibian!

—an interesting 24-page "Introduction to Manual Training High School, Kansas City, Missouri," presented by the advertising classes

and printed in the school's own shop, which should certainly appeal to the boys and girls being graduated from ward school. (It catalogs the various activities of the school as well as its courses, and is illustrated with numerous halftones and cartoons)

—also an attractive Souvenir from Mount Royal College, Calgary, Alberta—ten postal card views of the College building, studios, classrooms, club and athletic team groups—six typists hard at work, and a bonnie lassie investigating the Shannon Arch filing drawer of the office-training file cabinet, to represent the commercial department headed by Mr. B. P. S. Peters.

**G**RADUATION programs also reached us, and news of weddings, new schools opened, and of teachers making progress to higher and more responsible positions, more about which will be told next month.

Notable among the new appointments is that of Dr. Elmer Rhodes Hoke to the presidency of Catawba College, Salisbury, North Carolina. Dr. Hoke is well-known to our readers as author of a series of achievement tests and prognostic tests used by many shorthand teachers throughout the country. And those of you who attended the recent Regional Conference at Philadelphia will remember the digression Dr. Hoke made from his assigned theme to tell of the value shorthand had been to him in his own education and professional advancement. Catawba College, established in 1851 at Newton, North Carolina, has selected Dr. Hoke to guide its reorganization in the new location, which places it in one of the most important centers in the state. Dr. Hoke leaves the professorship of Education and Psychology at Lebanon Valley College, Annville, Pennsylvania, to take up his new duties this fall.

**I**NTERNATIONAL Typewriting Contest Rules were changed during the summer—had you noticed? All results are now reckoned by strokes, a method advocated by the *Gregg Writer* in its C. T. tests several years ago. In the contests conducted under International Rules, fifty strokes are deducted for every error (the word errors to be marked exactly as before), and the net number of words the minute determined by dividing the net strokes by five, thus giving each net word the basis of five strokes, standardizing all typewriting records at International and State contests throughout the country and from

(Continued on page 14)

## Report of the Southern Commercial Teachers' Conference

*Called by the U. S. Bureau of Education in Coöperation with the Bowling Green Business University Summer Session, at Bowling Green, Kentucky, July 11, 12, 1924*

[Editorial Note—Mr. L. T. Dickey, the well-known instructor in English at this institution, asked his class to report the conference as a regular assignment. We are pleased to present that produced by Mr. J. Hollace Mayes, one of his students, as an example of the splendid possibilities of such practical work in English.]

ON Friday morning, July 11, 1924, the first session of the Southern Commercial Teachers' Conference held at the Bowling Green Business University was called to order by the chairman, Dr. Glen L. Swiggett, of the United States Bureau of Education. The chapel hall was crowded with an interested and enthusiastic audience of prominent educators hailing from many sections of the country, but principally from the South. It was noteworthy that from the start the students and teachers of the University eagerly entered into the spirit of the convention.

The keynote, stressed throughout the meeting, was introduced at the outset by Dr. Swiggett in his remark, "No class of teachers requires so complete a training in both education and business as do teachers of commercial subjects." He pointed out that "management" is the big thing; and that it is absolutely necessary for teachers of commercial subjects to know more about business.

Dr. Swiggett introduced Mr. W. H. Minton, office manager of the American Rolling Mills Company of Middletown, Ohio, who will be remembered for his authoritative discussion of "Office Management, Preparation and Placement." He dilated upon the office system, training classes, quietness in the office, and duties of the office force. In a vivid way he showed the advantages of a college education and how it pays big dividends in the business world. The word "service" seemed to be uppermost in the speaker's mind when he said, "When we cease to serve we cease to live." Mr. Minton described the system followed by the American Rolling Mills Company in training new employees. This training is invariably required of all entering office positions, although some complete it more rapidly than others. It results in an intelligent understanding of the business and the new employee's relationship to it.

In the lively discussion following his talk, Mr. Minton replied to a questioner "that a person who had specialized in commercial

work in high school or college advanced more rapidly than one who had only a general training." Also, "typing and stenography are both universally needed because there are very few positions in our offices that do not require typing in some ways. . . . Bookkeeping is not so necessary as typewriting and stenography, although a person who has a knowledge of bookkeeping would be able to work on into something larger in business."

Luncheon was served in the dining rooms of the Episcopal Church nearby. Vocal music and informal greetings characterized this get-together.

The afternoon session was set aside for the consideration of "Technique Subjects in Secondary Business Education." Dr. J. O. McKinsey, of the University of Chicago, gave one of the most entertaining and instructive lectures ever delivered in this school. He dealt with the bookkeeping and accounting phase of business education. No one could speak with more authority on this subject. He emphasized the "Objectives of Business," pointing out that upon leaving school the student should have considered (1) his environment, physical and social; (2) business operations, and (3) technique—a knowledge of business records.

Dr. McKinsey's talk and subsequent appearances before the various classes and dinner groups were all characterized by his obvious fitness and ability to discuss his subjects from the combined point of view of teacher and business man. This undoubtedly accounts for much of the enviable reputation he made for himself during the conference.

The discussion then turned toward the stenographic technique subjects. Mr. Harold H. Smith, of the Gregg Publishing Company, New York, read a paper on "The Stenographic Group of Technique Subjects in Secondary Business Education." Mr. Smith, in his forceful way, made a strong plea for the training which produces a usable product. He placed particular emphasis upon the need for teachers keeping in touch with business and remembering that their sole aim in teaching is to prepare young people to be successful in

business. Hence, all subject courses, English included, should be moulded toward that end.

Automobiles were available, and a large party repaired to beautiful Beech Bend Park, a few miles away, for a splendid meal. Good fellowship reigned, every one got acquainted, and the few speeches made were short, extemporaneous, and punctuated with stories, most of which, we are happy to say, were new and "true."

## The Saturday Meeting

Mr. Arthur H. Carver, training division of the Industrial Relations Department of Swift and Company, Chicago, opened the morning session of the second day, Saturday, July 12, with an address on "Commercial Occupations—Coördinated Preparation and Placement."

He attributed the causes of failure in first positions to—

- (1) Salary dissatisfaction: young people expect more than they are worth.
- (2) Not content to work for advancement.
- (3) Lack of interest in the employer's business.
- (4) Lack of responsibility.
- (5) Expect maximum pay for minimum services performed.

He declared the trouble is not with the present system of training, but with the false mental attitude of the young people who are beginning business training. Furthermore, he said that the spirit of self-sacrifice is almost negligible and that we must comprehend the true values in life. To accomplish these tasks, he believes that educators must assume the responsibility. We must realize that education goes beyond the schoolroom.

To correct these shortcomings, he suggested the following essential elements in education:

- (1) Educational directors should get into intimate contact with business.
- (2) Let business executives become acquainted with schools and their methods of training.
- (3) Let business executives work with school officials.
- (4) Let sincerity of purpose prevail upon both sides.

Here, again, we profited greatly because of Mr. Carver's wide experience both as an educator and business man.

Luncheon was served at the Episcopal Church and the guests were entertained by Mr. L. T. Duncan, Jr., one of the students of the Business University, an accomplished violinist. An interesting review of the present political situation was given by Dr. O. M. Stickles, of the faculty of the State Teachers' College, Bowling Green.

The principal speaker for the last session was Dr. Edward Wiest, of the University of Kentucky. He opened his discussion, which was on "Social Studies in Business Education," with the statement that English and its correct usage is one of the most essential things in a well-rounded business education.

He divided his subject into three topics:

- (1) Specialized group—accounting, typewriting, stenography, bookkeeping.
- (2) Semi-vocational group—banking, insurance, selling, marketing.
- (3) Non-vocational group—business organization, moneys and banking, credits, and finance.

This third group received Dr. Wiest's attention. He classified the essential principles of economics as follows:

- (1) Labor problems.
- (2) Public finance—a knowledge of taxation is necessary to the highest type of citizenship training.
- (3) Business cycles in the business field.
- (4) The business man further should have a grasp of how society is organized and he should know some of the demands made upon society.

Dr. O. H. Williams, State Director of Teacher Training for Indiana, a visitor, closed the program with some remarks on Dr. Wiest's paper. He lays no claim to being a specialist in commercial education, but spoke sympathetically as a general educator. He agreed that the movement toward introducing social studies in elementary and secondary schools is a worthy one. He also believes that social studies having a direct bearing upon commercial education deserve a large place in the public school curriculum.

The resolutions committee, composed of Mrs. Bessie Thomas, Miami, Florida; Mr. J. W. Drye, Louisville, Ky.; Mr. J. Murray Hill, Bowling Green, Ky.; and Mrs. Maud F. White, Lewiston, Maine, tendered its report thanking Dr. Swiggett and those who had taken part in the program for their efforts, and recommending that the conference be made an annual event to be held at the Bowling Green Business University because of its logical position and in recognition of that institution's energy in planning and insuring the present successful meeting.

## Remember, Secretaries!

**WE** can help you more by giving our readers your program in time to arrange your meetings than by a verbatim report after the convention is over. Your fellow teachers are interested in what you are planning, and in knowing to whom to apply for detailed information.

Send in your schedule of meetings *now* and the names of your officers, or, rather, the officer to whom correspondence is to be directed.

Remember, that we have to know two months in advance in order to print your programs before the meetings are held. That means that copy for the November issue of this magazine should be sent us at once.

When is your Association to meet?

# EDITORIAL COMMENT

ON SUNDRY TOPICS

## *The American Shorthand Teacher in New Dress*

**T**HE *American Shorthand Teacher* has grown up! So it comes out in a style befitting its new station.

We are sure that our readers will greet the new *American Shorthand Teacher* with enthusiasm. The larger size will give it a greater dignity. More than that, it will give us additional space for the better treatment of the interesting articles we shall present throughout the year. The old magazine always seemed to us to be rather diminutive and inconsequential, although the words of praise on the value of its content that we constantly received from readers show that we were at least doing a good job in that direction.

We want teachers to feel that this new dress and general "sprucing up" is an invitation for papers and discussions from them on our various teaching problems—that the magazine is a forum in which they can lay their problems before the shorthand teaching fraternity so that the minds of many readers may be brought to bear upon the solution.

If you like it in the new dress—write us. If you don't like it, it would be a help if you just gave us a hint of what you *would* like to see in the magazine. Naturally, we have our own ideas, and we are going to do our utmost to give you the best teachers' shorthand magazine ever published; but at the same time we should like to have our readers feel such an interest in the magazine that they will contribute toward making it indispensable. As mere suggestions, think these over:

- (1) Items of news
- (2) Plans you have found effective in your classroom
- (3) Supplementary material that you have used
- (4) Methods of presentation—elementary and advanced
- (5) Difficult problems you have met and solved—or *not* solved

To be constructive a magazine must reflect the ideas of its readers. Will you do your

share? What you get out of the teaching profession depends largely upon what you put in it. This magazine is a clearing house for ideas—your ideas and the ideas of other teachers.

## *Swem Wins World's Shorthand Championship Again*

**E**LSEWHERE in this issue of the *American Shorthand Teacher* will be found a tabulation showing the results of the contest for the world's shorthand championship, held at Washington, D. C., August 18, at the Convention of the National Shorthand Reporters' Association.

First place was won by Mr. Charles L. Swem, the 1923 champion; second place by Mr. Nathan Behrin, Supreme Court Stenographer, New York City, and third place by Mr. Martin J. Dupraw, who won third place in the contest last year, also.

This announcement, we feel sure, will be greeted by every teacher of Gregg Shorthand throughout the country with the keenest enthusiasm and joy. The winning of the contest again is particularly gratifying for two reasons. First, it settles once and for all the question of the superiority of Gregg Shorthand in speed and accuracy by the highest tribunal—the open contest of the National Shorthand Reporters' Association. Second, because pitted against Mr. Swem was the one writer of Pitmanic shorthand, Mr. Nathan Behrin, who was looked upon by the advocates of this school of shorthand as absolutely unbeatable. The absence of this writer from the contest last year left some doubts in the minds of many as to what would have happened had he been entered; the contest this year removes that doubt, although there is no question of the brilliant performance of Mr. Behrin.

The announcement of the results of the contest, which was made at the banquet of the Association, was accompanied by greater dramatic interest and greater enthusiasm than has attended it at any other contest. The rivalry between these two writers for the highest honors was well known. Moreover,



the interest in the outcome was heightened by the fact that preceding the announcement of the results it was rumored that the results would be remarkably close. Not until the chairman of the contest read the last sentence of his report was it known who the new champion was. For a moment there was intense silence—then the true sportsmanship of the members of all schools came to the front, and a spontaneous burst of applause occurred that left no doubt as to the popularity of the victor.

One of the inspiring features of the contest was the wonderful record of Mr. Martin Dupraw, 18 years old, a student of New York University. Only five errors separated him from tying with Mr. Swem and Mr. Behrin in the number of errors made.

The winning of the contest—this is the third time that it has been won by writers of Gregg Shorthand—will inspire a new faith in the system, though that is not needed, for never has there been a deeper confidence, a more unswerving loyalty, and a greater enthusiasm for a system on the part of teachers and writers than that given to our system. It also gives us a new responsibility, for the banner carried so high by Mr. Swem and the other writers of the system must be kept aloft as an inspiration to the rising young generation of rapid and accurate writers. Good teaching, high professional ideals, and the confidence that comes from knowing that we are teaching the best, will help to keep the banner flying high.

## Over Fifty Thousand In Chicago Evening Schools

**C**HICAGO'S public evening schools enrolled more than 50,000 persons in the past school year. These schools offer courses divided into six groups: English for the foreign-born; elementary-school subjects, high-school subjects, home economics, commercial subjects, and industrial subjects. The most popular classes were those for the foreign-born, which enrolled 11,791 persons, more than one-third of them women. Commercial classes enrolled the next greatest number, 10,260. More than half the students in the commercial group were women, most of whom studied shorthand and typewriting. The home economics course, which included cooking, plain sewing, trade dressmaking, and trade millinery, were attended by nearly 6,000 women.

About 9,000 men and 300 women were registered in the industrial courses. Automobile engineering was the most popular of the industrial subjects, enrolling 2,520 men and 36 women. Mechanical drawing and electricity attracted more than 1,000 students

each. Other well-attended courses were machine-shop work, woodworking, applied chemistry, and printing.

High-school courses enrolled nearly 10,000 students, English standing first among the subjects taught with 2,812 students, physical education second, with 2,289, and mathematics third, with 1,611. Beside academic subjects and physical education, the high-school courses included such subjects as vocal music, orchestra, radio, journalism, commercial art, and dramatics. Work done in the evening high school is credited toward a high-school diploma. Altogether, 52,682 students attended the evening courses, more than half of them men.

## New Books

**T**HE development of teaching technique in shorthand has been one of the encouraging signs of progress during the past few years. This fact is reflected in many ways. First, the number of teachers who are taking advantage of the summer sessions of various schools giving teaching methods, as well as content. Second, by the effective organization of material and devices provided by the wide range of books and supplementary material connected with Gregg Shorthand, combined with methods.

In this number we are announcing a book that deals with specific problems of interest and value to the shorthand teacher, and to the student of shorthand.

**T**HE book in question is entitled "Lesson Plans in Gregg Shorthand," and its author is Miss Lulu M. Westenhaver, of the Indiana University, School of Commerce and Finance.

Miss Westenhaver has organized the material in the Gregg Shorthand Manual so as to present a definite teaching plan for each lesson, day by day. In order that the material may be presented in the most available form, each page of the book is arranged in two columns. In the first, the subject matter is presented and in a parallel column there is given the method of presentation, together with suggestions for supplementary material. The whole matter is developed in a most logical and interesting way.

"Primarily," Miss Westenhaver says, "shorthand is a habit-forming subject. The problem is to develop automatic control of certain motor reactions to certain mental stimuli. Repetition of the act develops the habit, but great skill must be exercised by the teacher to make the repetition work progressive, for psychologists have proved that only *correct practice makes perfect*—that is, *repetition with attention*." The points stressed in "Lesson Plans," she says, "will be found to be: first, the technical proficiency of the teacher;

second, the efficient management of the recitation (by recitation is meant all that takes place in the classroom during any given period), according to the principles of educational psychology, so that the best results may be obtained through a minimum of effort on the part of the students and teachers."

Definite assignments are given in each lesson. It is contemplated that in the use of the book, "Gregg Speed Studies," or at least the execution drills given in that book will be made part of each lesson. Miss Westenhaver's purpose throughout is to develop *writing skill* from the beginning, and to develop it along with theory.

The book is well illustrated with shorthand forms which may be used practically as black-board illustrations. It contains a foreword by Dr. William F. Book, head of the Department of Psychology at Indiana University.

The book does not furnish the actual drills themselves, but merely suggests how the various Gregg books may be utilized in connection with carrying out the method of presentation that has been arranged. "Lesson Plans," which is designed entirely for the teacher's use, runs parallel to the Gregg Shorthand Manual, which, of course, is the basis for the plans. It will be of the greatest value to the young teacher just beginning his work in his profession, but it will also furnish a most valuable working program for the experienced teacher. The organization of the lessons will save teachers much time, and also greatly facilitate the learning of shorthand by the student.

The shorthand plates were prepared by Mrs. Hubert A. Hagar, who, as Alice Rinné, for a number of years wrote the plates for the *Gregg Writer* and many of our publications.

### New Courses at N. Y. U.

(Continued from page 5)

There are three new methods courses being introduced, which will also be of special interest to our readers:

#### 130. *Methods of Teaching Gregg Shorthand.*

This course is designed for teachers and prospective teachers who know the theory of Gregg shorthand and desire to make a thorough study of practical classroom problems involved in most effective methods of teaching the Manual.

First term, repeated second term: Saturday, 1.30-2.30 and 3.30-4.30.

#### 030. *Methods of Teaching Business Arithmetic.*

The purpose of this course is to make instruction in business arithmetic more practical. The work will be found helpful to teachers whether they have had experience or not. Methods of calculation, as well as methods of teaching, will receive attention. Model lessons, based on the methods employed by the best teachers, will be given by the instructor. There will be a discussion of a model course of study in busi-

ness arithmetic with respect to content, time required, method of approach, use of textbooks, etc. Mr. Heiges.

Methods 3 (September-February): Tuesday, 6.00-7.45; Saturday, 11.15-1.00.

#### 030. *Methods of Teaching Commercial and Economic Geography.*

The course is planned for teachers of the above subject who desire to make their instruction more effective and for those who wish to broaden their field of commercial teaching activity. The aim, content, and method of teaching commercial and economic geography will be discussed in detail. The following topics are among those to be considered: The nature, scope, and importance of the subject; its relation to other commercial subjects; graphics; museums, equipment, etc. Mr. Heiges.

Methods 4 (February-June): Tuesday, 6.00-7.45; Saturday, 11.15-1.00.

## School News and Personal Notes

(Continued from page 9)

year to year. We are glad to see Mr. Kimball adopt this method. There will be no more "hard" or "easy" tests so far as the length of the words used is concerned.

Since the *Gregg Writer* C. T. tests are on *practiced* matter, six strokes is being taken as the basis for one word, instead of the five strokes counted in Kimball matter. In other respects International Rules are to be followed in the *Gregg Writer* tests. An explanation of the method of determining the number of words written, is given with September C. T. test matter.

## Teachers' Certificates

THE following certificates were issued by the various offices of the Gregg Publishing Company during the summer:

Marguerite Affolter, Greeley, Colo.  
Mrs. Philip G. Alston, Texarkana, Ark.-Tex.  
Priscilla Mae Anderson, Greeley, Colo.  
Estelle B. Armstrong, Weatherford, Tex.  
Jo Jewell Ayers, Oklahoma City, Okla.  
Lila Blackwell Barr, Yakima, Wash.  
Norah Black, Weatherford, Tex.  
Florelle Braly, Palestine, Tex.  
Mamie Bubeck, Philadelphia, Pa.  
Rachel A. Burkey, Lincoln, Nebr.  
Jessie Marie Burns, Lincoln, Nebr.  
Louise Catherine Clements, Aylmer East, Que., Canada  
Mary C. Connelly, Pittsfield, Mass.  
Henrietta M. Cooke, Lincoln, Nebr.  
Henrietta G. Corcoran, Lincoln, Nebr.  
Marguerite Craig, Colorado Springs, Colo.  
Marie G. Culliton, Johnstown, Pa.  
Florence Curnyn, Lincoln, Nebr.  
Velma E. Currier, Hastings, Nebr.  
Florence L. Doleschal, Duluth, Minn.  
Mary Ellen Doran, Detroit, Mich.  
Irene Douglas, Colorado Springs, Colo.  
Alice E. DuBois, Fort Wayne, Ind.

(Continued on page 32)

## A Tale from A Log Mill—I

By Ethel R. Brown

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(Continued on page 19)

# Supplementary

**L**EARNING shorthand by word lists alone is not sufficient—students need much pleasure as well as profit will be derived from that practice.

You will find the following contribution of Miss Colby's a welcome addition your teachers are interested in the drills you are using. Pass them on!

Sentences on the early lessons and connected matter drills, such as "A Tale of Ag M and the October magazine, is taken from the *Gregg Writers* of February and March, 1921. was Department, from graded material she had prepared for use in her elementary classes. It not beginning classes. Except for three or four words it contains nothing which is not covered by the

We will gladly present in these pages as many good contributions as space permits

*Wordsig*  
Compiled by M. A.  
Rochester, New York

## Lesson I

1. *I-cannot go; I am not ready.*
2. *He-would-not hit the lamb.*
3. *I-will-not go in-the rain.*
4. *The good lady can get a ticket at-the train in an hour.*
5. *He-cannot eat more cake; it would make him ill.*
6. *He-will treat the tame rat well.*
7. *It-will-not eat the meat in-the tray.*
8. *A train will go in an hour.*
9. *The good deacon will go in it.*
10. *He came in-our rig.*

## Lesson II

1. I-shall give him a reply after I-have a letter from-the deacon.
2. I believe I-shall make a little change in-the letter after I read it.
3. The change which I-would make in-the letter would-be in-our behalf.
4. Please let me have the reply by Mr. Gray before I make any change in-the form.
5. He gave me the name for every ship in-which he had ever been.
6. After I go he-will represent me at-the market every day.
7. I am bound for-the ship, but it-will-not go for about an hour.
8. I believe Mr. Page can teach me the good game which I-have-not played well before.
9. I-shall-have more belief in her good will if she will put a check in-the letter for me.
10. Please-ship the fish for-the market in-the train which will leave in an hour.

## Lesson III

1. All will go in a body for a friendly call on Mr. Tone in about an hour.
2. Please follow the form on-which the judge put the name of-the company.
3. I-shall-be most glad if he-will keep every reply in-our-favor.

\*The small figures under the words and phrases



# Practice Matter

the in using them in sentences, and the greater variety of such practice given, the more your store of supplementary material, and we trust it will serve as a reminder also that other "Mill," are especially in demand. This story, which we are reprinting by request in this was contributed by Miss E. R. Brown, of the Berkeley (California) High School Commercial not only interesting practice matter, but it suggests what you yourself can work out for your the principles of the first four lessons.

## Sentences\*

Alice H. Colby

Evening Schools

4. He-will represent the company in-the fall, but will-not go far beyond Joplin for a good market.
5. I-have a very real regard for-the judge, for he gave me a check.
6. He-told me he-would-not publish the letter on-behalf of-the company before he had let me make a change in it.
7. I-believe he-will-not care if I make the little change of-which I told him.
8. I am told the public will-be glad if I-can publish the reply by Mr. Hale in-favor of-our friend.
9. A letter from Mr. John from-the ship would please her most of-all.
10. I-cannot very well change the name on-the check after I-have given it at-the market.
11. He-would-not teach me any more about-the ship bound for Java which had-been at-the dock for an hour.

## Lesson IV

1. I-believe the judge would surely become well known if he-would publish a full book upon-the great work of-the world.
2. We-cannot help you any more for we-have-not much work for you, but if you gave your-letter to-the judge we-are-sure he-would give-you a good job.
3. Even if you-should move far beyond the market, we-would surely look you up for a friendly call.
4. Yes, I am sure I-told you you-could look for work at-the public market, if you-are bound to have it.
5. Where were you the week after you had been to-the company in-behalf of-our friend?
6. By-the-way, do-you care if you-have no reply from me before I make the call on Mr. Reed?
7. On what day in-the week will-you move when you go from here?
8. If you-can teach me all about-the ship I-shall-be very glad of-your help.
9. Please put your full name on every check above the name of-the company.

10. We were very glad to hear from-you in-regard to-your change in-the body of-the little book which you-are to let our company publish in-the fall.
11. If you-could give-me in one hour the form which I-should follow, it would-be a real favor.
12. If-you-cannot represent the company, it would do the most good, in our belief, for you to keep on in your own work.

### Lesson V

1. We must inclose in-our next letter that long list of states which you desire for-your business.
2. He-was asked to give a speech at-the meeting one week before he began his work upon-the book which he is to publish soon.
3. In-the course of his speech he said that such a cause as he represented should receive other help than that which the company was then giving.
4. There-was much applause the instant he finished what he had to say.
5. Will-you please speak to them about doing their work in-such a way that they can have it ready by next week?
6. Where do-you think they can move their goods when the floor above becomes full?
7. We-shall surely receive some replies soon to those letters which we wrote the other day.
8. Yes, in-this instance, I-think it would be a good thing if they could look up the business more fully before they give their reply.
9. I-am sure they could do a great work in-the world if they were to become more friendly to each other.
10. He-will soon receive a check or else a pass for a trip, because he won the prize given by the judge.

### Lesson VI

Dear-Sir:

I-would-like a new light put in behind my desk; I wish one, too, on the other side of-the door like the one on-this-side. I like the kind of work you do. Please let me know how much your usual price is for such work. The point is, I wish the lights put in while I-am out of-the city. Please-wire me if you can appoint a day to put them in right away.

I-am the wife of Mr. R. T. Jones. Please-write him if you wish to find out more about the lights.

Very-truly-yours,

Dear-Madam:

I-have your-kind-letter. We usually need more notice when we do work of this kind, but in this case I-find that we can put the lights in right away, for we are not now far behind in-our work as we were a while since. Why do you not use our new type of lights? If you will allow me, I-shall-be-glad to show them to you. Write-me a line to let me know when you can call to see them.

Yours-very-truly,

## A Tale from A Log Mill—II

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[To be concluded next month]

## Keeping Your Students Interested

*The First of a Series of Articles on the Use of the Gregg Writer Credentials, with Pointers as to How Best to Present the Monthly Tests and Teachers' Class Drills*

By Florence E. Ulrich

Editor, Art and Credentials Department of The Gregg Writer



**I**F I were asked for the "key" to successful teaching, my answer promptly and emphatically would be, provide incentives.

Why? Because it best brings out two points that I should like to be permitted to make, come back with me in thought to the classroom for just a moment during shorthand study and practice period.

A teacher discovers one of her students just in the act of passing a clandestine note over to another student and, upon taking possession of it, humiliation is added to indignation when she finds that the note is written in longhand instead of shorthand, even while these students are within a month of graduation. This episode suggests to me, and probably does to you, two things lacking in that classroom that the teacher must have for successful teaching: attentiveness and enthusiasm.

Well, is not that the state of affairs in classrooms where there is no incentive beyond the mere learning of shorthand? Isn't it true that one of the biggest problems with which a teacher has to cope is sustaining interest? As I have said before, if we teachers could be reasonably certain that we would have the sustained interest of the students throughout the course, the worry and fear of failure soon would disappear. But not many of us confidently can say that we do secure the undivided attention of the students all of the time; and why?

One reason may be that the pupil, young and irresponsible, approaches the subject with an enthusiasm wooed by the prospect of becoming, in a few short months, the confidential secretary to some great man. He fancies himself, as it were, standing on the threshold of fame and fortune, with the golden key of shorthand in his hand. What he did not take into consideration in the drawing of his picture, and which is essential to its completion, is the long, hard, and often discouraging road leading up to that threshold. Then, when he

finds himself caught up in a round of daily study not altogether as exhilarating as he imagined, his enthusiasm wanes, and it requires ever-working ingenuity on the part of the teacher to wed him to shorthand practice.

Youth revels in contest spirit. The fight for supremacy in any work is an inducement for doing one's best. It's contagious. If one student, or one class, gets it, all of the students, or all of the classes, get it. I venture to say that the success of the contests is dependent very largely upon that fact. But how many of your new students, when they learn of the accomplishment of Mr. Swem, Mr. Dupraw, and all of the other expert writers, will aspire to their accomplishment? And why not?—for I know that they will not. Why—because the deeds of these writers are, to their present bewildered state of mind, so far removed from their experience as to be wholly in a class by themselves—beyond *their* reach. They think these writers are different from themselves—specially gifted with some magic ability—not a product of hard work and enthusiastic practice!

If your students could have something just a little beyond their immediate reach, but still capable of being attained by a little additional effort during their school course—something they would not have to wait even for graduation to win—they could be encouraged to try for. Such incentives you and I, as teachers, need, not only to create interest and enthusiasm, but to sustain it throughout the course. If these incentives have the practical value of being a standard measurement of ability, and concrete evidence of average proficiency, they ought to be made a requirement in our courses.

### *The Gregg Writer's A. & C. Activities*

The function of the Art and Credentials Department of the *Gregg Writer* is to furnish us with incentives for the students in the way of a graduated series of honors and awards to be won along the road to short-



hand and typewriting skill, feeding their enthusiasm until they successfully have accomplished the task they set for themselves of becoming efficient stenographers and secretaries. It is to give us standardized material to measure the work we are doing with the work done by other teachers in other schools in the way of tests, the satisfactory completion of which entitles the students to certificates. If you will introduce this work in your classes this year, you will have cause to worry less, and accomplish more. Why not write to the Art and Credentials Department for the booklet of information?

The September *Gregg Writer* outlines the Credentials service, and I shall be very happy to send a copy of this magazine to you if you will write to me for it.

Let me quote an extract from a letter received from Miss Edith W. Smith, of South Portland (Maine) High School, because it expresses the sentiment of so many of the teachers who use the Credentials Department.

"The O. G. A. has furnished us with many a thrill of joy, and some weeks ago when a package looking like an advertisement was opened during a shorthand period and proved to be—a beautiful diploma with a red seal—we stopped everything to pass it around and admire it. This class had worked hard and was especially anxious to succeed because last year's class was an Honorable Mention Club and they wanted to keep the good work up.

"I wish I could make you understand how much help and inspiration I have had from the O. G. A. since teaching Gregg."

## Class Drills on the September O.G.A. Test

**T**HE importance of good writing does not need emphasis here, because teachers of shorthand, and employers of stenographers everywhere have the evidence of that skill or lack of it. If a man dictates a letter, and the finished work is good, he knows that his stenographer writes legible shorthand, if the letter is unrecognizable, he knows she writes illegible shorthand, or no shorthand at all, and he proceeds to get some one who does. If he has been in the habit of calling on the employment department of a local school, he will continue to call there for help so long as he is supplied with skillful and efficient workers; otherwise, he will look elsewhere. So it behooves teachers to train their students to write legible shorthand, not merely when the students have *time*, but *all* of the time.

### Start "Good Style" Training in Beginning Classes

Now is the time to commence making good shorthand writers—from the very first lesson—before the students have had time to formulate any bad habits. Emphasize *at the beginning* the necessity of uniformity of strokes, slant, spacing, etc. Impress indelibly on their consciousness the need of light, fluent lines. Show them the difference between *writing* shorthand and *drawing* shorthand; then insist upon their writing it.

The chief elements of a good style of writing, and the basis of a good practical foundation are:

- (a) Smooth, even, light lines, secured by writing with a free, easy movement.
- (b) Characters which are correct in curvature, slant, and method of joining.

(c) Characters which are correct in size and proportion.

(d) Close and uniform spacing between outlines.

In minute criticism, finer distinctions are made; such as, for instance, the curving of *g* slightly at the beginning, but most at the end. Such analytical examination of notes may profitably be made by the students themselves as soon as they understand what constitutes good notes. The teacher, therefore, must not forget in her penmanship classes to teach the appreciation of good notes.

### Use Good Tools

The first essentials for good writing are good tools. A good pen, or if pencil is used, have it of good quality of lead—neither too hard nor too soft—and well-sharpened. Good penmanship paper, with smooth surface, should also be used, preferably ruled in order to help guide the student in keeping the relative proportions between characters and developing an even spacing of outlines—a compact style that adds greatly to speed. Assume a good position at the desk, the same as you do in longhand penmanship. All of these things can be stressed to a greater or lesser degree by the teacher herself from time to time.

### Drill for Good Penmanship

I, personally, have found that a good warming-up exercise, such as the direct and indirect oval drill, is very valuable in getting fluency and rhythm. Suppose a few minutes at the

# O. G. A. PENMANSHIP DRILLS



1.



2.



3.



4.



5.

beginning of each penmanship period were set aside for these drills, before commencing special characters. The four exercises, given in Drill 1 will be helpful.

Follow these with a series of words taken from the O. G. A. test embracing these characters, such as those selected for Drill 2. Stress particularly the formation of the curves, and the relative lengths.

There are a good many words in the copy this month having the hook vowel. This little hook is a graceful and dainty curve if well made, but the majority of writers find it a pit-fall, literally, because they do not study how it should be made. Note that it is a curved stroke, drawn together, as it were, into a deep and narrow hook. It is the half of a tiny egg-shaped blend, as you will see in Drill 3.

We do not have many of the reversed combinations this time, but let us bear in mind that the smooth wave-line joining is used only where the curves are of equal length; the

hump being retained when the curves are of unequal length.

Drill 4 is a good exercise to practice before taking up the words having downward curves. Watch the circle joinings carefully, when writing Drill 5, to keep the small circles small and the large circles large.

After the individual outlines have been written, try writing the test a line at a time for practice in uniform spacing between characters, uniform slant, and maintenance of proportion. Then the article as a whole may be dictated at a low rate of speed.

Have the students practice as often as possible before selecting the specimen to be submitted for certification, so that the papers may represent their best work.

The September test matter is good until October 25, October until November 25, etc.—but the September *Gregg Writer* will give the complete details about the submission of papers and awards issued, so I shall not need to repeat here!

## *A New Drive for Teachers O. G. A. Membership* *Teachers' Qualify for O. G. A. Certificate* *and Gold Pin*

**T**HE O. G. A. Membership drive announced in the May issue of this magazine was more successful than we expected it would be, and even the inertia that comes stealing over us on warm summer days did not prevent our receiving a good many specimens from teachers desiring membership and the criticism of their notes. Approximately fifty of these specimens qualified for the membership certificate, and to these new members the little gold pin was given.

This month will find many new teachers in the field—teachers who, up to this time, have been preparing for the teaching profession. Many of them will have become acquainted with the Credentials work through the teachers training schools they attended, but others may not know about it, and if these new teachers will write us, a copy of the new booklet telling about the certificates and awards in shorthand and typewriting will be sent to them. To these teachers, and to any teachers who do not now hold membership in the Order of Gregg Artists, we extend a cordial invitation to become a member now.

We will extend the offer made in the May issue, and to all teachers who prepare a copy of the O. G. A. test printed in the *Gregg Writer* this month, and whose notes qualify for the O. G. A. Membership Certificate, we will give the little gold pin.

We hope to have a good many of you teachers who are not already members obtain

membership this month. Prepare a specimen now, and let's see your name in these columns next month.

The teachers who qualified for the O. G. A. Certificate and gold pin on the May test are listed below:

Mary Rose Dolan, Drake Business College, Newark, N. J.  
Elmer Bender, St. Mary's School, Erie, Pa.  
Frances B. Rowe, Baltimore Business College, Baltimore, Md.  
Annie Cooper, High School, St. Anthony, Idaho  
R. Helynn Peet, Las Vegas, N. Mex.  
Mabel Irene Pinson, High School, Girard, Kans.  
Jane F. Rivers, Laurel Business School, Meridan, Conn.  
Harriet B. Bitler, Reading High School for Girls, Reading, Pa.  
Ollie V. Thomason, High School, Durango, Colo.  
Sr. M. Scholastica, St. Joseph Convent, Marquette, Mich.  
Lillian B. Sweet, Batavia, Ill.  
Laura M. Butler, High School, Springfield, Ill.  
Ina A. Arnold, Kingston, Pa.  
Mrs. L. D. Thomas, Douglas Business College, Connelleville, Pa.  
Elizabeth A. Voss, High School, Champaign, Ill.  
Lucy W. McDonald, High School, Margaretville, N. Y.  
Maude Detmer, Golden, Ill.  
Margaret M. Bingaman, Massey Business College, Richmond, Va.  
Lucy De Lorenzo, Hake's Business School, White Plains, N. Y.  
Marie Parks, Commercial High School, Atlanta, Ga.  
Thora M. Anderson, Battle Lake, Minn.  
Rachael I. Scott, Utterback's Business College, Olney, Ill.  
A. Myrtle Hensor, High School, Princeton, N. J.

(Concluded on page 32)

# MANUAL FOR Diagnostic Shorthand Tests

by

Ethel A. Rollinson, B.S., M.A.  
Columbia University, N. Y. C.

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# DICTATION MATERIAL

To Shorthand Plates in *The GREGG WRITER*

## *The Sign Language*

By Charles Caldwell Dobie

(Copyright, 1917, by Harper & Bros.)

(Reprinted from *Harper's Magazine* for July, 1917,  
by special permission of the publishers)

PHILIP KENT took out his keys, and almost at the same instant discovered that the outer door to the office was unlocked. He was puzzled<sup>30</sup> only momentarily. The sight of Miss Mooney's pocket-book and a neatly folded veil stuck through with a black-headed pin, lying on the cashier's desk,<sup>30</sup> told him that the lady had preceded him.

Officially the office of the George T. Folwell Company, General Insurance Brokers, opened at nine o'clock in<sup>30</sup> the morning, but Philip Kent usually arrived about half after eight. Sometimes Miss Mooney preceded him, but not often. These two formed the advance-guard<sup>30</sup> of the office force, not by reason of any prearranged plan, but by virtue of the fact that they were the only two of the<sup>30</sup> Folwell Company's employees who lived in San Francisco. Everybody else "commuted," drifting in to work anywhere from nine o'clock until nine-fifteen, depending upon which<sup>30</sup> side of the bay they hailed from. Those from the Alameda shore were the most prompt, the Marin County contingent being the last to reach<sup>30</sup> the office.

This belated office force would have thought it very strange if Philip Kent had been missing from his desk when the first of<sup>30</sup> them began to arrive, for in the office of the George T. Folwell Company Kent had become a habit, which is only another way of<sup>30</sup> saying that this presence had long since ceased to be remarked. He accomplished his tasks silently, with the noiseless efficiency of a well-oiled piece<sup>30</sup> of machinery. This does not mean that his work was mechanical—no clerk can be mechanical in an established insurance brokerage business and last fifteen<sup>30</sup> years—but it does mean that he had learned to lubricate the wheels of industry until they swung round with the least possible friction. He<sup>30</sup> earned a hundred and fifty a month, was respected by his employers, not disliked by the firm's clients, and overworked in proportion to the silence<sup>30</sup> of his system.

There is a well-known platitude to the effect that silence is golden. It has its good points, undoubtedly, but it can<sup>30</sup> be pushed too far. Cackling adds nothing to the quality of the egg, but it does serve to fix the responsibility; a hen that cackles<sup>30</sup> systematically and not too insistently has a good chance of escaping the soup-kettle. Even a crowing cock can give a

semblance of importance to<sup>30</sup> his rather empty grandeur. But Philip Kent did no crowing, and Miss Mooney was of the opinion that he took a stubborn pride in muffling<sup>30</sup> the sound of his own voice. At all events, she did not approve of his mute efficiency, and she never missed an opportunity to attempt<sup>30</sup> to argue him into a more reasonable state of mind.

It was Philip Kent's experience that only two things ever happened to bring Miss Mooney<sup>30</sup> to the office earlier than eight-forty-five—an extraordinary rush of work, or a bit of office news that she was "simply dying" to<sup>30</sup> talk over before the rank and file assembled. He was quite sure that at present no pressure of work had driven her to such an<sup>30</sup> early appearance, therefore she must be in the uncomfortable feminine position of treasuring a secret and having no one with whom to share it.

Kent<sup>30</sup> opened the safe, took out a wire basket overflowing with insurance papers, and began to settle down at once to the business of checking policies.<sup>30</sup> By this time Miss Mooney had drifted in from the dressing-room. Kent nodded to her pleasantly, but his manner did not invite an exchange<sup>30</sup> of confidences, so Miss Mooney fluffed up her hair for the third time that morning and fell to arranging her desk for the day. But<sup>30</sup> she kept regarding him furtively, with the manner of a woman determined to capture his privacy at the first opportunity. Kent smiled quietly to himself.<sup>30</sup> Miss Mooney's restive moods were always amusing, and he took a secret pleasure in holding her at arm's-length and speculating what means she would<sup>30</sup> employ for breaking through the charmed circle of his assumed reserve. But this morning Miss Mooney's state of mind was too unsettled to brook the<sup>30</sup> delay or pretense of a subterfuge. She laid out her pens, got herself a clean blotter, opened her ledger to an important account, and then<sup>30</sup> crossed deliberately over to Kent's desk.

He was folding a policy. He looked up with a whimsical smile as he smoothed the document into its<sup>30</sup> precise lines again. "Well?" he questioned.

"Mr. Kent," she began, "I know you're awfully busy and all that, but I simply had to tell some<sup>30</sup> one. Who do you suppose is going to be taken into the office?"

"Why, really, I—"

"That snip of a Collins from the Ætna. Now,<sup>30</sup> I want to tell you right here, Mr. Kent, Folwell doesn't need to think he is going to shove him into the bookkeeping department! I've<sup>30</sup> worked for this firm fourteen years, and I'm not going to let my desk be run by a fussy little milk-sop at my age!"

In<sup>30</sup> the stress of an office readjustment,

Miss Mooney always referred to her age with a degree of tenderness not present in more normal or rational moments.

"But," insisted Kent, quietly, "I thought you needed an assistant. You told me last week that your work was getting away from you."

"Well," I've decided I don't want an assistant! I know these business men! They're always trying to slip one over. Only a few days ago a friend of mine, Mamie Donnelly, who works for a cloakhouse on Market Street, got fired. They gave her an assistant six months ago—a skinny, blond-haired little baggage that didn't look as if she had sense enough to crack open a nut to get at the meat. Well, what happened? On the first of the month Mamie Donnelly took her vacation, and when she came back—Well, you know the answer, Mr. Kent. The Folwell Company ain't going to hand me a package like that. Not if I know it!"

"You forget, Miss Mooney, replied Kent, soothingly, "that this firm isn't in the cloak business. I don't fancy that young Collins is leaving the Aetna for a bookkeeping job."

Miss Mooney began to pluck fastidiously at a few crumpled areas in her spotless shirt-waist. "Well, to tell you the truth, Mr. Kent, I'm not worrying a whole lot. As a matter of fact, I figure out that you're slated for the job of breaking him in to the marine department. And let me tell you right now, Mr. Kent, if you sit still and keep your mouth shut you're a bigger fool than I take you for! Oh, this silent system of yours is very refined and elegant and all that, and I suppose it's done in the best families. But, take it from me, everybody else around this office is shouting so loud that you've got to make a lot more noise than you do if you ever expect to get rescued."

"Rescued?" echoed Kent, with puzzled indignation.

"Yes, rescued!" returned Miss Mooney, quite calmly. "You're cast up on the nicest little desert island that ever raised coconut-palm trees. Everybody but you is waving distress signals and making a fine get-away. At least six people in the last three years have passed the hundred and fifty mark, while you sat still and smiled. There's Crawford and Fleetwood and Jones. There ain't one of them got half your brains or a quarter of your real punch, but they let old Folwell know that they're still alive. They tell him how late they work, and what hard problems they tackle, and they laugh at his jokes. They don't just smile like you do. They laugh so that you hear them."

Kent turned a somewhat resentful face toward her. "If my work can't speak for me, there isn't much use in turning in a false alarm," he returned, doggedly.

"Oh, your work speaks for you all right enough," Miss Mooney threw back at him as she moved away, "but remember, everybody can't read the sien language!"

Philip Kent tried to dismiss Miss Mooney's conversation from his mind, but he found her words sticking as close as a clover burr. The bare fact that he might be called to break young Collins into the business of

marine insurance did not trouble him; he was disturbed at the thought that, after fifteen years of faithful service, Mr. Folwell, without consultation, should see fit to provide him an assistant. This was the one thing that gave point to every accusation which Miss Mooney in her friendliness had made.

Ordinarily Kent paid little attention to Miss Mooney's flights of office fancy. She had a typical feminine suspicion of every newcomer. Each beginner she treated as a potential wolf in sheep's clothing seeking to despoil her of her rights. Even when she was literally gasping under a flood of work she staggered along without protest, fearing lest she be provided with an assistant who would subtly dislodge her. She was as jealous of her job as if she were wedded to it. Kent, on the other hand, approached the prospect of an addition to the office force with a spirit of broadness. He was always the first to welcome the newcomer, and any knowledge he possessed was to be had for the asking. He had watched many a beginner in a rapid flight upward, but he had yet to regret his part in the swift progress. But there had been moments of misgiving. He had been complacent enough to find people catching up with him, but when they outdistanced him, as did Crawford and Fleetwood and Jones, he felt a pang. However, these people were not in his department. Crawford was the fire-insurance man, Fleetwood ran the liability business, and Jones the adjustments—which made their success a little less of a bitter truth.

Kent remembered the day when all this flood of detail had passed through his hands. Under the pressure of an enlarged business he had been relieved first of one and then another branch of the office work, until only the marine insurance had been left to his special province—which would have been gratifying enough if the company had rewarded his service with anything except elimination. But the firm seemed to regard a shifting of some of Kent's burdens as recognition enough; the increase in the payroll went to the newly created departments.

All these years a certain fierce pride had kept Kent from probing too deeply into the question of his blocked progress. He was loath to acknowledge himself a failure. He was not a man prone to make excuses for himself, and unconsciously he knew that when disillusionment came it would lack the luxury of self-pity. But now he was facing a situation that was not to be easily side-stepped. If young Collins came into the marine department he would come in as a rival. Kent had heard the word coöperation used many times in connection with the advent of new blood into the office force. It had proved a rather empty, mouth-filling phrase—he had done the coöperating. It was useless to deny that everybody else had led.

At eleven o'clock the office-boy announced to Philip Kent that Mr. Folwell wished to see him. As he answered the summons he was conscious of Miss Mooney's gaze following his retreating figure with unmis-takable triumph.

Mr. Folwell was busy scanning a letter as Kent entered the private office, but he raised his eyes long enough to give, what seemed to Kent, a disconcertingly warm greeting. (1959)

(To be continued next month)

## Lesson I

### Words

Ale, eel, lay, lea, alley, Ella, tag, lad, Annie, tame, mate, gale, kale, lag, leg, Alleghany, meddle, limb, wrecked, nagged, cram, clam, green, glean, hem, dale, cattle, meal, errata, kid, lame, gram, gala, Tait, legatee. (35)

### Sentences

The lad will take the ticket at the gate. Annie met her at Allegheny. The mate would not clean the deck. Ella will tame the wren. The green elm tree marked the trail. I will meet her at the Arena. Will he take the milk at the dairy? Minnie will knit a helmet. The tree wrecked the train. Ada will not nag Tait. It would make him hate her. The lame gray cat may get well. (76)

## Lesson II

### Words

Fare, fray, dish, shed, pitch, chaff, pepper, pad, Taft, cage, shale, ebb, baffle, camper, braid, blade, cafe, gaff, gap, pray, bray, labor, leaven, wrenched, fat, vat, dredged, fairy, valley, packer, baker, chip, flare, fringe, jilt, chary, peeved, jelly, ferret, pinhead, shin, gash, Richey, Phillip, fleet, vacate, filly. (47)

### Sentences

The reply I shall make will be brief. I believe the change will be very good. Mr. Taft can read every French name. The check will reach him by letter. Please teach me the game. Our baker can bake very good bread. The sheep came in at the gap by the ledge. She will pray for the villain. He gave me the form for the deed. Will she put pepper in the gravy? The pinhead put a gash in the film before Phillip Richey gave Ned the reel. I will reply in a week. (94)

## Lesson III

### Words

Chore, dough, fob, flow, hopper, hotel, off, towed, Plato, poppy, notched, model, holly, hone, golf, horrid, tonic, domain, mow, rocket, jolly, poach, shoddy, torrid, pork, groan, crow, claw, bonnet, cork, elope, taw, ignore, borrowed, Rob, cove, coffee, vogue, dogged, boggy, moat, roan, Claude, shadowed. (44)

### Sentences

John towed our boat on shore. Mollie brought the holly from the hotel. I will not ignore the law. Claude will mow the meadow for Mr. Hall. Can the Judge play golf? I told her I would call on her friend before dawn. Cora put the coffee in the hopper.

May Dora show me the bonnet? He shot the crow on the lawn at dawn. The model of the hotel showed a broad porch off the hall on the lake shore. Lottie told it all. (85)

## Lesson IV

### Words

Aloof, boot, chubby, Coolidge, coon, cup, hunch, lug, muddle, dull, nugget, poodle, mummy, yon, York, yelp, willow, wolf, unhappy, shuttle, quench, pulley, doorway, tramway, hammock, curried, whimper, wallet, group, liquid, budge, canoe, putty, bug, bucket, huffy, furrowed, shuffle, waffle, wept, waylaid. (41)

### Sentences

Wilbur may keep the coon if you will put it in a cage for him. Do you hear the wolf? Mr. Curry took your wallet to York. We caught the poodle in the doorway. Do you know where we can get a pulley? She made me a cup of hot coffee. We will take our canoe to the brook at noon. The crook took the book from the cook in the house. The group will keep aloof from Mr. York, for he cannot help clean up the tramway muddle. (90)

## Lesson V

### Words

Slim, sear, stage, Sphinx, solve, edges, ox, chink, cleanse, dusk, caboose, caption, conceal, homely, chisel, lasso, oath, chase, pleadings, greedily, graze, ocean, eczema, enslave, embassy, breadth, masked, crust, czar, blanket, confer, docile, heathen, Jessica, ovation, sensation, scrapings, actions, applauding, breezy, speeches, receives, exaction, things, dust, string, throng, unfailling. (48)

### Sentences

There seems no hope of receiving the list this week. You must cleanse the blankets well. This salve is good for eczema. The blacksmith will lasso the horse for Mr. James. The cattle are grazing in the valley. Where does he get these chisels? Mr. Smith will speak at the next meeting of the City Council. We are planning to take a long trip next spring. This is a great scheme. Will you please place the lease in the basket? Jessica's singing is making a sensation. (86)

## Lesson VI

### Words

Utilize, vine, wine, Yule, variation, vise, unit, trio, tight, towel, trachea, showily, pile, prime, gout, oily, poetry, embroil, cycle, clout, compile, China, duet, browse, bite, bride, crouch, hewn, aviary, coil, equestrian, gouge, futile, Cuba, climbing, shadowy, mediation, growl, lacteal, Whitehall, Crimea. (41)

### Sentences

The bride put the china in the closet. Leo will clout the ball out of the lot. His wife will utilize every piece of white lawn. The

youth, was made very happy by Lydia's Yuletide greetings. Silas will clamp the wire in the vise. You may pile the apples in<sup>o</sup> the wine cellar. Can you use this new appliance? The boy scouts enjoy the chimes. How can we find a guide for the trip through Siam?<sup>o</sup> This white rose climbs higher than Kehoe's vine.(83)

\* \* \*

"Earning a living is the thing which occupies most of our time; but why shouldn't we be happy in doing it?"(21)

\* \* \*

It may be true that the willing horse gets the heaviest load, but once in a while he also gets the most oats.—B. C. Forbes.(26)

### Promise Yourself—

To be so strong that nothing can disturb your peace of mind.

To talk health, happiness and prosperity to every person you meet.<sup>o</sup>

To make all your friends feel that there is something in them.

To look on the sunny side of everything, and make your optimism come<sup>o</sup> true.

To think only of the best, to work only for the best, and to expect only the best.

To be just as enthusiastic about<sup>o</sup> the success of others as you are of your own.

To forget the mistakes of the past and press on to the greater achievements of<sup>o</sup> the future.

To wear a cheerful countenance at all times, and to have a smile ready for every living creature you meet.

To give so<sup>o</sup> much time to the improvement of yourself that you have no time to criticize others.

To be too big for worry, too noble for anger,<sup>o</sup> and too strong for fear.

To think well of yourself, and to proclaim this fact to the world—not in loud words but in great<sup>o</sup> deeds.

To live in the faith that the world is on your side so long as you are true to the best that is in<sup>o</sup> you.(201)—Orison Swett Marden.

\* \* \*

"The stenographic road is the shortest road into the permanent association of the most cultured and progressive men and women."(20)

### Key to May O. G. A. Plate

The second ranking trial lawyer in the city of Chicago not long ago confided that life was too short to memorize his speeches, let alone<sup>o</sup> his talks. He as truthfully could have added that life is too real to permit memorizing even one's addresses. Sense, coming lightning quick from the<sup>o</sup> mind, and sentiment sounded blunt out from the heart alone cut deep and

clean. The declaimer and the actor have no place in the world<sup>o</sup> of actual affairs. Even in the academic world the class orations of old fast are becoming old-fashioned.

For practical purposes, a minute-man response<sup>o</sup> to the emergency occasion is the sort of reserve talking or writing capacity which the bread and butter necessities of life most frequently compel. Accordingly,<sup>o</sup> the preparation for the impromptu talk to the degree that preparation is possible, is off-hand at the very moment of the talk.(148)

\* \* \*

Watch the face of the clock and you will never be more than one of the hands.—Forbes.(18)

### Business Letters

#### Information Asked or Given

(From Gardner's "Constructive Dictation," page 23, letters 8 and 9)

Star Pharmacy,  
Jersey City, New Jersey.  
Gentlemen:

We have received your inquiry through Mr. Ross with regard to the handling of explosives.

Retail druggists are<sup>o</sup> required to keep a record of the sales of all articles listed by the Government under the Explosive Regulation. This record must contain the date<sup>o</sup> of the purchase, the article, its use, and the name of the purchaser. It is to be similar to the poison record. You are not<sup>o</sup> required to take an inventory of your present stock nor to make any statements regarding the probable amount needed for the following year.

The Government<sup>o</sup> places the responsibility of the sale upon the retail druggist, and you should restrict your sales to persons who you know are reliable, and satisfy<sup>o</sup> yourself as to the purpose for which the goods are intended.

Yours very truly,(139)

Reno Mill & Lumber Co.,  
Second Street, cor. North Virginia,  
Reno, Nevada.

Gentlemen:

In reply to your letter of July 1 we take pleasure in<sup>o</sup> inclosing copy of our latest instruction book.

After you have had an opportunity to study these instructions together with the engine, we shall be glad<sup>o</sup> to hear from you, as we are anxious to know that our engines are giving the very best service to their owners.

We are also<sup>o</sup> inclosing copy of our circular which illustrates and describes the latest model of the Farm Pump Engine. If you so desire we can arrange to<sup>o</sup> send you one of our latest catalogues which we expect to receive from the printers in about two weeks.

Very truly yours,(122)



## The Steel Age

From the "Christian Science Monitor"

The steel age may truly be said to have had its inception in the invention of Sir Henry Bessemer; for, while steel was known before<sup>23</sup> his discovery, it was produced only by hand-labor, thus classing it as a luxury. The great value of Bessemer's discovery, therefore, lies in the<sup>30</sup> fact that he gave to the world an inexpensive process by which an invaluable article could be produced. While the open hearth is growing into<sup>31</sup> greater use to-day, to Bessemer's discovery is due one of the greatest industrial revolutions of modern times, which made possible our huge locomotives, the rails<sup>300</sup> over which they speed, with an endurance of 23 times that of an iron rail, the dreadnaughts, the ordnance of modern warfare, the immense<sup>323</sup> steel bridges, and the skyscrapers.

Napoleon III, Emperor of France, was searching for an improved material for the making of artillery, and the problem attracted<sup>30</sup> the attention of Henry Bessemer, who determined to experiment along the lines of adding a small quantity of steel, then a hand-made product, to the<sup>316</sup> regular commercial cast iron. This was by no means his first invention, for, 22 years before, when a youth of 20, he had invented<sup>300</sup> a die for use by the British Stamp Office, by which thousands of pounds a year could be saved. For this he had expected fame<sup>323</sup> and fortune, but received neither. However, he learned from this experience the necessity of safeguarding his inventions, so that he might receive a just reward<sup>300</sup> for his labors.

Experiments along the line he now proposed were costly, and Bessemer was not rich; therefore, it might be said that the discovery<sup>323</sup> of cheap steel began with his discovery of a bronze powder for use in gold printing, as the factory which he established for the making<sup>300</sup> of this product was so successful that it furnished him with the means for carrying on his steel experiments, until the latter began to yield<sup>323</sup> an income. At the time Bessemer, stimulated by Napoleon's interest in the subject, set out to see what he could do with cast iron, the steel<sup>300</sup> then manufactured was being produced by a slow and tedious method, at a cost ranging up to £70 a ton. Following out his plan<sup>316</sup> of adding a small amount of this metal to cast iron, he produced a material from which he cast a small gun as a model.<sup>300</sup> This he exhibited to Napoleon III, and was given permission to erect a furnace at the government works at Ruelle, France, of sufficient size to<sup>323</sup> cast a 10-ton gun. Returning to England to make the necessary preparations, and while turning the project over and over in his mind, the<sup>300</sup> idea came to him of arriving at the same result by a simple process, that of driving a current of air through the molten mass<sup>316</sup> of iron. This he did with astonishing results, for he found that, by this process, he could transform cast iron into a metal resembling steel<sup>300</sup> in a half hour; whereas, by the slow process of hand-labor, a day and a half would be consumed.

Further experiments were necessary, and<sup>323</sup> on a much larger scale, before he could claim a discovery; therefore, secure from all intruders in his bronze-powder factory, he built the necessary<sup>300</sup> equipment and proceeded with his work. The commotion which occurred in the molten iron, when the blast of air was first turned on it, was<sup>316</sup> most surprising to Bessemer, for he had practically no knowledge of chemistry and was not prepared for the miniature volcanic eruption that took place which<sup>300</sup> converted the slag and white-hot metal into a good quality of steel.

"What all this meant," writes Bessemer in his autobiography; "what a perfect<sup>323</sup> revolution it threatened in every iron-making district in the world, was fully grasped by my mind as I gazed on that glowing ingot, the<sup>300</sup> mere thought of which almost overwhelmed me for the time."

The use of air and steam had been tried before, but never in the same<sup>316</sup> manner. Bessemer's plan was to introduce the air in such a manner as not to lower the temperature of the mass, and this he did<sup>300</sup> by introducing the air by means of a small clay tube. Much to his joy, it was found that the air, when thus introduced, instead<sup>323</sup> of lowering the temperature, greatly increased it.

Little was known about the chemistry of iron at this time, so Bessemer's ignorance is not surprising; but<sup>300</sup> his lack of knowledge along this line cost him dear, for he placed the product on the market without realizing an important thing in its<sup>316</sup> make-up, that the iron from which the steel is made must have certain characteristics. Not knowing this, when he first conducted his experiments, he ordered<sup>300</sup> no particular kind of pig iron, but stated merely, "any old thing will do, so long as it is pig iron." A variety known as "Blænavon" was sent him, which happened to be of just the composition needed, and his experiments with this were so successful that they created great<sup>300</sup> interest. In this simple manner, he produced a metal so tough and strong that it was nothing short of marvelous to the iron-makers to whom<sup>316</sup> he showed it in 1856, at the British Association for the Advancement of Science, after first having protected his discovery by adequate patents the previous year.<sup>300</sup> The iron-workers immediately wanted to use the invention in their own works, and, after considerable bargaining, five of<sup>323</sup> the foremost iron-workers in Great Britain were allowed to use the process in their own shops for the sum of £10,000 apiece,<sup>300</sup> which sum was to be paid outright instead of in royalties. The iron-workers at once set to work to build converters and produce the<sup>316</sup> new material, but one and all met with dismal failure. The steel which they produced was brittle, rotten and entirely worthless, whereupon they called Bessemer<sup>300</sup> a rogue, a trickster, and a scoundrel who had deliberately set out to defraud his victims. Bessemer was astounded. He sent for more pig iron<sup>316</sup> of the "Blænavon" type and repeated his experiments; the steel which he produced was as fine as that first made. Clearly the trouble was with<sup>300</sup> the ingredients of the iron and not with the process, and this

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he definitely learned on ascertaining that each of the disappointed iron-workers had<sup>1175</sup> used a special brand of iron of a composition different from that of the metal he himself had used. This, however, he was not sure<sup>1180</sup> of until he found a chemist who could help him in his experiments. Aided by the chemist, Bessemer conducted experiment after experiment, until he had<sup>1185</sup> proved his point. Then he repurchased the licenses sold to the five iron-workers.

His experiments, during this time, had sorely taxed the income from<sup>1190</sup> his bronze-powder factory and, in order to buy back these licenses, Bessemer had to call upon his friends to help him. He wanted the<sup>1195</sup> licenses back for another reason, as he had learned by this time that he was parting with a most valuable discovery for a comparatively small<sup>1200</sup> sum; and, with his unrequited early efforts ever before him, he resolved to keep his hold on his patents and produce his own steel. Thus<sup>1205</sup> he established his works at Sheffield in 1858, and formed a quadruple partnership composed of W. D. Allen, R. Longsdon, who<sup>1210</sup> formerly had been associated with him in London, and the Messrs. Galloway of Manchester.

The final success of Bessemer's process is due, in a great<sup>1215</sup> measure, to Robert Mushet, who discovered that, in order to make the steel malleable, a certain amount of carburet of manganese was necessary. Mushet's discovery<sup>1220</sup> was a valuable one but, not being a business man, he obtained practically nothing for it, and finally became dependent upon Bessemer's generosity, who settled<sup>1225</sup> an annuity of £300 upon him. Owing to the early failure of production among the five iron-workers, Bessemer's invention was received with<sup>1230</sup> considerable apathy; but the fact that he could produce steel at a saving of £20 to £30 a ton made an impression at<sup>1235</sup> last, and tremendous demands were made on his works at Sheffield; so much so that, in the following twelve years, Bessemer's four partners received their<sup>1240</sup> original capital back 57-fold.

At a later date, Bessemer was knighted; not for his discovery of steel, which earned him the title of<sup>1245</sup> "Captain of Modern Civilization," but for his invention of the die which saved the British Stamp Office £100,000 a year. (1447)

\* \* \*

With all thy getting, get understanding.—  
Solomon. (7)

## A Real Estate Case

(Continued from the June issue)

—So I left and I took the check with me because<sup>775</sup> he would not take it. He said he would know by six o'clock what the first mortgage man said. I called him at six and<sup>780</sup> he was not in. In the meantime I saw Mr. Harvey and he said he could pay all cash.

Q Never mind what Harvey said.<sup>775</sup> After you had a talk with Harvey, did you talk to Sheeder again?

A Yes. I first got him at twelve o'clock at night in<sup>780</sup> his store. I could not get him before.

Q You are speaking of midnight?

A Saturday, yes, sir.

Q What did you say to him<sup>785</sup> then?

A I said, "Well, what did you find out about the mortgage?" He said, "The man won't take ten thousand dollars." I said, "Well,<sup>790</sup> that doesn't make any difference. My party will pay all cash."

Q How much of a balance did he say was on the property?

A<sup>795</sup> He said between seventeen thousand dollars and eighteen thousand dollars.

Q Did I understand you to say that Harvey would have been willing to pay<sup>800</sup> the difference?

A I said that Mr. Harvey would pay Mr. Sheeder all that was against the property so that Mr. Sheeder could clear the<sup>805</sup> property and take a first or second himself.

Q He would pay Sheeder about seventeen thousand dollars? A Yes, sir.

Q And that Sheeder would<sup>810</sup> use that to clear the property and then take a mortgage back for the difference? A Yes, sir.

Q What did Sheeder say to that?

A He said that was all right. I said, "We will meet to-morrow." He said, "On Sunday I can't leave the store. I will be there at ten o'clock Monday morning and we will go downtown and we will draw up the contract." I came back with the same check and I stopped at the store. I went in and I thought he would be ready. He said his wife had reconsidered and he thought he was going to build himself, if somebody else could build he could build.

Q Do you mean to say now, Mr. Toss, that you did not know until Monday, the 12th of March, that Sheeder would not sell that property? A No, sir, not until I got there.

(To be continued next month)

## Hugh Chalmers Says—

"I have always said that the position of stenographer is the best training ground for a young man, if he has any brains, and if<sup>815</sup> the man he works for has any brains, because he can learn more in that way than in any other that I know of." (49)

## Self-Assurance

By Thomas Monahan

No matter what other merits you possess, they will get you nothing if you do not put them into practice. Until a fellow tries, he<sup>820</sup> doesn't know what he can do. The beginning of all self-confidence is bluff. Men think they can do things, but they don't know what they<sup>825</sup> can do until they try; and therefore the first effort is really a bluff. Self-assurance means this:

It means that you have confidence in<sup>830</sup> yourself to try.



That you are not afraid to try.  
That you will try even in the face of fear of failure.

That you will<sup>100</sup> not let fear and uncertainty hold you back.

Self-assurance is the foundation upon which every successful outcome is begun.

A man must believe in himself<sup>100</sup> to get anything useful out of himself.

The taint of doubt of himself is sometimes man's greatest sin toward himself.

But even the man who<sup>100</sup> believes in himself may lack assurance.

When a man feels "I believe in myself, but there's no use, I can't do it," he never tries.<sup>100</sup>

Self-assurance is the element of human make-up which leads us to try. (187)

\* \* \*

There are no price tags on jobs. A job is not necessarily worth five thousand dollars, or ten thousand, or any other sum. It is<sup>20</sup> the man in the job that makes the salary. He has the tag, and he writes his own price on it by the work he<sup>30</sup> does.—*Samuel M. Vauclair*. (54)

## Short Stories in Shorthand

### Proved Adaptability

Employer (to new office boy): Can you learn quickly the duties of your position?

New Office Boy (proudly): Yes, sir. I had five positions this<sup>20</sup> month, and I learned the duties of every one of them. (36)

### Did Not Take the Hint

She (passing a confectioner's window): Doesn't that candy look good?

He: Yes—Let's stand here and look at it a while. (21)

### Carrying Out His Ideas

Youth: I sent you some suggestions telling you how to make your paper more interesting. Have you carried out any of my ideas?

Editor: Did<sup>20</sup> you meet the office boy with the waste-paper basket as you came upstairs?

Youth: Yes, yes, I did.

Editor: Well, he was carrying out<sup>30</sup> your most valued ideas which you sent to us. (59)

### Both Had Experience

"You know," said the lady whose motor-car had run down a man, "you must have been walking very carelessly. I am a very careful<sup>20</sup> driver. I have been driving a car for seven years."

"Lady, you've got nothing on me. I've been walking for fifty-four years." (48)

### A Curious Word

There is a word in the English language the first two letters of which signify a male, the first three a female, the first four<sup>20</sup> a great man, and the whole a great woman. The word is "heroine." (38)

## Drama and Melodrama

"What's the difference between a drama and a melodrama?"

"Well, in a drama the heroine merely throws the villain over. In a melodrama she throws<sup>20</sup> him over a cliff." (29)

## May Drive

## O.G.A. Certificate Winners

(Concluded from page 23)

- Margaret Webb, Powell School of Business, Scranton, Pa.  
Margaret J. Warren, Thompson's Private Business School, Wilmington, Del.  
Della A. Young, Montana State College, Bozeman, Mont.  
Mrs. Doris Leavitt, Gray's Business College, Portland, Maine  
Willis M. Dush, State Teachers' College, Valley City, N. Dak.  
Mrs. F. T. Hinkle, Capé Girardeau Business College, Cape Girardeau, Mo.  
Grace E. Steger, Whiting High School, Whiting, Ind.  
Ruth A. Ramsdell, Burdett College, Lynn, Mass.  
Lydia A. Greene, Powell School of Business, Scranton, Pa.  
Lucille Dillon, Lancaster Business College, St. Paul, Minn.  
Helen Putnam, Lancaster Business College, St. Paul, Minn.  
Elizabeth Geiss, Lancaster Business College, St. Paul, Minn.  
Minnie Lee Thomas, Port Arthur College, Port Arthur, Tex.  
Ethel L. Stephens, State Normal and Teachers' College, Wayne, Nebr.  
Lilly Schoenleber, Central High School, Sioux City, Iowa  
Sr. M. Catharine Anita, S. S. J., Star of the Sea School, Baltimore, Md.  
Clara E. Borchert, San Jose Secretarial School, San Jose, Calif.  
May Beard, Woodbury Business College, Los Angeles, Calif.  
E. Beasie Hanna, Mount Royal College, Calgary, Alberta  
R. S. Owen, Buffalo Business School, Buffalo, N. Y.  
Gertrude Ferrell, West Tennessee State Normal, Normal, Tenn.  
J. J. Theobald, Anthony Wayne Institute, Fort Wayne, Ind.  
Helen R. Gow, Morse High School, Bath, Maine  
Hester Wood, Peru High School, Peru, Ind.

## Teachers' Certificates

(Continued from page 14)

- Ruth S. Jenne, Brattleboro, Vt.  
Judith Marie Johnson, Beaumont, Tex.  
Ruby M. Kober, Findlay, Ohio  
Sister M. Jane Kuck, St. Joseph, Minn.  
Rudolph Larson, Concordia, Kans.  
Mrs. Pearl Leonard, Huntington, W. Va.  
Isabell V. Lunn, Fort Wayne, Ind.  
Johnnie Luter, Nashville, Tenn.  
Helen H. Lytle, Denver, Colo.  
Sister Margaret Mary, Eureka, Calif.  
Sister Marie de Lourdes, Halifax, N. S., Canada